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ABSTRACT

Volume 2 of the Language by Radio Interest Group (LBRIG) Newsletter consists of news items, short articles, general information, and opinions on the subject of language learning by radio. The first number in the volume contains the following feature articles: "Radio and Communicative Competence," by Kimball L. Robinson; "Shortwave Broadcast and Amateur Shortwave--Two Different Approaches to Language by Radio," by Richard Wood; and an announcement of the 1973 ACTFL meeting's session on radio. Number 2 contains a report on the radio workshop conducted at the convention. In addition there are notes on the NALLD Journal and the ERIC Newsletter on Media, both containing references to radio language learning. Number 3 features an article by Philip D. Smith, Jr. called, "Snap, Crackle, Pop--Now That You've Got It, What Have You Got?" describing various types of shortwave broadcasts. Also included is an article by Leon Naravaez, "La voz hispanica," describing a Spanish program heard weekly on the campus of St. Olaf College in southern Minnesota. Suggestions and comments sent in by readers and a bibliography of reference materials are provided in each of the three issues. (LG)

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L B R I G Newsletter

(Newsletter of the
Language By Radio Interest Group)

Vol. II - Number 1 November, 1973

ED 097800

Editors:

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Sandra J. Savignon, Dept. of French, University of Illinois
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* * * * * * *

LBRIG's ... "back in town"

This, the first issue of our second volume, brings articles by new contributors to these pages, news of a most important session at the ACTFL convention, and some reactions to our first volume.

Readers whose supply of envelopes for receiving this newsletter has been exhausted with the mailing of this issue will find a statement to that effect in their envelopes. They will also find a request for some reader reaction, the most favorable of which would be, of course, the mailing of a new set of envelopes.

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Alan Garfinkel
Purdue University
Department of Modern Languages
West Lafayette, Indiana 47907

International reply coupons or loose foreign stamps are also acceptable.

News items, short articles, information, opinions and most anything else our readers may care to send for inclusion in the newsletter will be warmly welcomed. Send it now (same address as above).

FEATURE ARTICLES

Radio and Communicative Competence

Kimball L. Robinson
Purdue University

I had almost forgotten the spell that radio can weave. I (age 33) have vivid memories of The Lone Ranger, Inner Sanctum, Sky King and many other radio dramas which thrilled me as a child and even into my teens. But these memories had long lain dormant until last year when I was teaching English in Romania.

Contact with English speaking people is difficult for Romanians, and the logical solution to their contact problems is radio BBC,

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VOA, and a host of German, French and other foreign broadcasts are much listened to, and often with excellent results in language learning.

Television is still new in Romania, and the local, state-controlled and propaganda-oriented programming cannot compete in listener appeal with the radio programs available from the West. But are these the only reasons radio is much listened to there?

Television has largely carried the day in the U.S., and no one could really hope for a return to the status quo ante, when radio was at the center of the family evening. But for language teaching, it seems to me that we should still be able to use "Radio Power."

Radio retains the same power to make the listener into an active agent in the generation of auditory images which it had before TV became popular. This is the key to its importance in foreign language teaching. The radio dramas of my childhood evoked in me vivid "visualizations" of the stories they told, and a powerful desire to not miss a single episode. This power of radio to capture the imagination and create fans who will go to great lengths to not miss their favorite programs did not die with the advent of television, judging by the number of young people I see carrying portable radios with them in public places.

Still, radio occupies a smaller place in the daily routine than it did at one time, and to use it effectively for foreign language teaching, we must ask where it fits into the scheme of things now, and how we might go beyond the current uses of radio in language teaching. The traditional, passive use of radio to listen to foreign language broadcasts remains the principal utilization of radio in this field. But listening is only part of the communication process. Traditional classroom procedures which try to teach the other part (actual speaking) often miss the point: the student is asked to speak, but not to communicate. When Johnny is asked to change a statement to a question, he often says a correct question, without asking one.

The use of radio "production" as a classroom format, perhaps in the form of three minute radio dramas, commercials, D.J. introductions, etc., can place upon the student a requirement to communicate rather than "manipulate." Many ways of exploiting this technique come to mind, but the important point is why this technique is special. Radio is exciting, addictive even, and quickly builds fans. Use of this excitement in the form of strong, positive motivation and active involvement in a communication/learning situation has to give good results.

Editor's Note:

With all due respect to our "ham" and SWL friends, this newsletter was founded to explore more than those two areas of interest alone. Professor Robinson, in our opinion, has begun to deal with a critical question here. Which of radio's characteristics as a communications medium enable it to make a unique contribution to language teaching? We hope our readers will volunteer other thoughts along these lines so we can all share them.

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ACTFL Meeting To Feature Session on Radio

Professors James A. Wheeler and Terrence J. Quinn of Monash University, Clayton, Vic., Australia, will present a workshop at the convention of the American Council on the Teaching of Foreign Languages in the Sheraton Hotel, Boston, Massachusetts. The session is entitled "Using Authentic French Radio Material for Language Programs--A Workshop." It is scheduled from 2 to 5 p.m. on Friday, November 23, in the Commonwealth Room of the Boston Sheraton. The workshop will proceed from basic principles on the nature of listening comprehension as a language skill, and the need to use authentic material to develop this skill. The advantages of using radio programs from France will be analyzed: relevance to contemporary social issues (environmental crisis, population explosion, road safety, etc.), authentic reflection of civilization, possibility of integration with reading programs. Techniques for editing and utilizing radio excerpts of various kinds will be demonstrated and discussed, and programs already used by the speakers will be distributed. Groups of participants will then be invited to apply the suggested programming techniques to several short radio excerpts, and the resultant programs will be shared with the whole workshop and discussed. A bibliography will be distributed which we hope to partially duplicate in these pages.

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Shortwave Broadcast and Amateur Shortwave-- Two Different Approaches to Language by Radio

Richard E. Wood
Louisiana State University

In the public mind there is a great confusion between two communications modes which make use of the same physical medium -- the shortwave radio spectrum, the frequencies between 3 Megahertz and 30 MHz (100 meters and 10 m.)

One is amateur (ham) radio, the other shortwave broadcasting (SWBC). Both use shortwaves and both offer exciting possibilities for the practical acquisition and use of second languages. Beyond this, they have very little in common. Shortwave listening (SWL'ing) and the intentional, purposeful, competitive pursuit of rare, distant and low-powered shortwave broadcasting stations (shortwave DX-ing) involve reception and listening. The hobbyist or listener does not transmit. He can communicate with the broadcast station only by letter -- not by voice or code signal. Likewise, the station communicates with him personally only by mail -- by sending a QSL-card to confirm his reception, for example.

Moreover, the shortwave broadcast transmission is not directed to any one listener, but to all listeners in the target area. This may be a distant reception zone, as when Radio Australia transmits, twice a day, morning and evening, for listeners throughout North America. Or it may be for local listeners.

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All general-interest and special-interest program topics are covered in SWBC. Newscasts, political commentaries, press reviews and cultural features are the basic fare of all international SWBC stations, plus lots of music. Only in rare cases do SWBC stations deliver personal messages from one individual to another. One example, however, is the "Northern Messenger" show heard twice weekly over the CBC Northern Service from Montreal (currently on 5960, 9625 and 11720 KHz, evenings). It is bilingual, English-French, and there is a similar feature in Eskimo. The announcers read aloud letters to and from people in Canada's High Arctic. This human-interest feature is easily heard throughout the U.S. and elsewhere.

The motto of Britain's BBC is "Nation shall speak Peace unto Nation." Though peace is not always the topic or purpose, this does accurately describe international SW broadcasting, since most stations are government-owned or (like the BBC) chartered monopolies. All major languages can be studied through shortwave listening. Regular language courses are presented by ORTF, Paris, Deutsche Welle, Cologne, HCJB, Quito, Radio Nederland, Hilversum, Radio Sweden, Stockholm, Radio RSA, Johannesburg, and Radio Japan, Tokyo. However, no language courses are currently running on the North American services of Radios Peking or Moscow. They would probably be resumed if enough listener requests were received. English-language lessons prepared by the BBC and broadcast in forty languages, both on the BBC and over foreign stations by transcription, can also be used "in reverse." For example, many SWL's in North America polish their French by listening to the BBC produced "L'Anglais par la Radio" carried over Radio Tahiti and loudly audible throughout North America on 15170 KHz in the 19 meter band at 0230 GMT (9:30 p.m.,EST), nightly.[1]

The announcers on the major SWBC stations constitute excellent models of standard language and clear diction. They do not offer casual conversation or local or class dialect, during newscasts or commentaries, but if a single standard of a given target language is to be learned, the professional announcer is the most obvious, and most accessible, model.

Ham radio is quite a different matter. Most amateur radio operators know little or nothing about international SWBC and given the general distribution today of ham-band-only equipment, do not even have access to receivers covering shorwave broadcast bands. Most equipment designed for amateur use is therefore not suitable for shortwave broadcast reception, and ham-band antennas likewise are not appropriate for SWL'ing.

Amateur radio is subject to severe limitations of form and content which may limit potential use for language teaching. In general, the amateur is permitted to refer only to himself, members of his immediate family and acquaintance, and other amateurs. Political discussion is not permitted. Conversation is in observed practice limited to the weather and one's transmitting equipment and reception quality, plus occasional emergency messages such as appeals for medicine or plasma, plus some chess playing by radio. Broadcasting, i.e., speaking to a general audience on general topics, is not

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permitted. Music is forbidden. It is a major mistake to refer to amateur two-way contact as "broadcasting." Since amateur operations are monitored by the communications authorities of each country, languages for amateur use are also limited in some nations. In Switzerland, for example, only the four national languages -- German, French, Italian and Romantsch -- plus two foreign languages, English and Spanish, are allowed. All amateur transmission must be entered in a log, subject to FCC inspection.

Obstacles to the practical use of foreign languages in amateur radio also include the general predominance of an English-based jargon (including numerous abbreviations and stylized phrases) in ham work, which has historical roots in the beginnings of world amateur radio in the United States; non-standard languages and dialects spoken by other amateurs (although this is a realistic obstacle to be faced also when visiting the country in question); and, for example, on the part of many Soviet amateurs, a suspicion of non-Soviet, especially American, amateurs who speak Russian. On the other hand, if more American amateurs had language ability, they would doubtless receive preferential treatment in contacting much-sought-after countries, in particular the many French-only CQ calls which are heard from formerly French republics in Africa as well as Tahiti and New Caledonia, and Portuguese calls from Brazil, Angola, Mozambique, etc. Good, meaty, literate conversations do not, in the experience of this listener, often materialize on the amateur bands, but it is possible that if every member of LBRIG took out a ham license, that situation would change overnight.

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1 These are the major international shortwave broadcast bands.

49 meters	5.950 - 6.200 MHz
41 meters	7.100 - 7.300 MHz
31 meters	9.500 - 9.775 MHz
25 meters	11.700 -11.975 MHz
19 meters	15.100 -15.450 MHz
16 meters	17.700 -17.900 MHz
13 meters	21.450 -21.750 MHz
11 meters	25.600 -26.100 MHz

Useful References

The Radio Amateur's Handbook. (Newington, Conn: American Radio Relay League, revised regularly).

World Radio TV Handbook. (Huidovre, Denmark, annual editions.) U.S. office, Billboard Publications, 165 West 46th St., New York, N.Y. 10036 .

Communications Handbook. (New York: Ziff-Davis Publishing, Inc. Annual editions, Shortwave section edited by Richard E. Wood. Next edition, for 1974, on newsstands early December 1973).

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Richard E. Wood, Shortwave Voices of the World (Park Ridge, N.J.: Gilfer Associates, 1969. New edition in preparation.) P.O. Box 239, Park Ridge, N.J. 07656.

How to Listen to the World. (Hellerup, Denmark, biannual editions.)

Available from Gilfer Associates, above.

BBC Handbook. (London: BBC, annual editions.)

Deutsche Welle Handbuch/Handbook. (Köln: Deutsche Welle, annual editions.)

Principal Clubs Covering Shortwave Broadcast Listening

Australian Radio DX Club, P.O. Box 227, Box Hill, Vic. 3128, Australia.
Canadian International DX Club, 169 Grandview Ave., Winnipeg 16, Man.
Danish Shortwave Club International, DK-8382 Hinnerup, Denmark.
Finland's DX Club International, P.O. Box 214, SF-00101 Helsinki, Finland.
Newark News Radio Club, P.O. Box 539, Newark, N.J. 07101.
North American Shortwave Association, P.O. Box 8452, South Charleston, W.V. 25303.

Periodicals

SWL Spectrum Magazine, P.O. Box 253, Deerfield, IL 60015.
World Radio Bulletin, P.O. Box 114, Edinburgh EH1 1HP, Scotland, or c/o Gilfer Associates, above.

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Mr. Werner K. Honsalek, Service Manager of the Language Laboratories at the University of Wisconsin--Milwaukee (Milwaukee, Wisc. 53201), announces the availability for listening or rebroadcast of numerous radio programs in German which deal with German literature. Some of them are produced locally and include readings, literary analyses and music. Readers may contact Mr. Honsalek for additional information.

* * * * * *

Feedback

We have received a number of the questionnaires we sent out to determine the reactions of our readers to this newsletter. Response was unanimously in favor of continued publication. Further, the number of responses labeling us as a source of new ideas was encouraging. Our "lowest grades" were given with regard to the degree to which we cover the wide range of facets indicated by our title. We're not surprised. We'd like to cover a lot more than shortwave radio alone, but you'll have to help by sharing your thoughts. We'll be sharing quotes from the evaluation sheets as space permits.

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Philip D. Smith, Jr.'s series will be continued soon. Technical problems made its continuation in this issue impossible.

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Those who read German will want to see issue No. 3 (1973) of Zielsprache Deutsch. It carries an article on the use of radio news programs in language instruction by D. Lutz and D. Sixt. Ms. Marian Bever, of the Purdue staff, has done an informal translation which she will share.

* * * * * *

Dr. S. Øskenholt, lab director at E. Montana State University, Billings, teachies a methods course for language teachers that encourages students to use shortwave reception equipment as part of their training. Is there anyone else doing this?

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"73 for '73"

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L B R I G Newsletter

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Vol. II - Number 2 February - March, 1974

Editors:

Alan Garfinkel, Dept. of Modern Languages, Purdue University
Robert J. Nelson, Dept. of French, University of Illinois
Sandra J. Savignon, Dept. of French, University of Illinois
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* * * * * * * * *

Our second issue of this volume brings a number of interesting smaller items in the absence of a larger feature article. We hope our readers will continue to favor us with reports on using Radio for language teaching as they have in the past. We are pleased to report that the MLA - ERIC Clearinghouse has accepted LBRIG Newsletter for inclusion in its microfiche collection. We are now preserved for posterity. Volume I will be indexed in the first issue of Research in Education of 1974. Its clearinghouse number is FL004 680 and its ERIC index number will appear in RIE.

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Language Teaching by Radio at Convention of the American Council on the Teaching of Foreign Languages

Professors James A. Wheeler and Terrence J. Quinn of Monash University, Clayton, Vic., Austrailia presented a workshop on using recorded radio broadcasts at the 1973 ACTFL meeting (Boston-Sheraton Hotel, Boston, Ma.) which we were privileged to attend. Professors Wheeler and Quinn spoke of the purposes and advantages of using radio programs in the classroom. They indicated that a major goal was the feeling of success that one gets from understanding a message whose purpose is communicative in nature. Teaching listening with the aid of radio programs is, they said, a more readily and fully achieved goal than teaching speaking. Further, they indicated that radio broadcasts provide language in real contents in a way that no laboratory drill can. The workshop then gave its participants a chance to break some recorded broadcasts into listening comprehension exercises. Some items from the bibiliography they distributed are listed below.

Pimsleur, Paul and Terrence Quinn, eds., The Psychology of Second Language Learning. London: Cambridge University Press, 1971. Articles by S. Belasco and W.M. Rivers were mentioned specifically.

Hughes, John P. "Let Us Stop Teaching Imaginary Languages." The Modern Language Journal, 32 (1948), 405-10.

Wilkinson, A. and L. Stratta. "Listening and the study of Spoken Language." Educational Review, 25 (1972), 3-20.

Brown, J. I. "How Teachable is Listening?" Educational Research Bulletin, 33 (1954), 85-93.

Feedback

"Particularly liked the Teschner article about "ethnic" radio (May-June 1973). This year I am teaching Adult Education Spanish in St. Petersburg, Florida, where I can hear (and tape) AM radio from Tampa and Havana. Would appreciate technical and pedagogical ideas for editing and using "compact cassettes" in first and second year classes. It's too long a wait for students before they can recognize cognates well enough to get the gist of radio Spanish, unless they can hear and repeat short taped segments in class.

In the ninth week of class at a local plant, after emphasizing number comprehension more than usual (because they are a math-oriented

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group), I brought a tape of "La Sección Clasificada del Aire," want ads with telephone numbers repeated twice. I explained briefly what each ad was about, repeating cognates, as the students got ready to write down the number to call. Now that they have learned the complete number system they can practice listening to Tampa phone numbers and addresses in radio commercials between songs as they drive home from work.

Before April, when several of the students will sail to Mexico in a yacht race (their reason for taking the class), we'll practice listening to tapes of weather forecasts. Numbers, again, in temperatures, wind velocities, and tides.

When we get to polite commands, we'll use radio commercials as well as magazine ads. (Cómprelo. Pruébelo.) That's when editing will be needed to eliminate everything but the commercials, for which I'll type transcripts at first.

Gradually adding different types of broadcast material when the students are ready, structurally and lexically, seems to be the way to avoid frustration."

Mozelle S. Bell
5215 Dover St. NE
St. Petersburg, FL33703

We were pleased to get the above comment from Mrs. Bell. It's gratifying to hear about people teaching Spanish classes to suit the students' purposes.

Ms. Jacqueline Benevento, coordinator of Foreign Languages at Collingswood, N.J. 08108 has applied for and received a federal mini-grant of approximately $800 to experiment with the effects of listening to shortwave radio broadcasts on listening ability and on student attitude toward language study. The grant allowed purchased of a receiver (Drake SW4-A), an antenna (Mosley SWV-7) a speaker (Drake MS-4), cassettes and test instruments. Student employees who are radio hobbyists will assist in making recordings of programs. Ms. Benevento hopes to complete the non-comparative pilot study of student listening ability, attitude toward the study of French, and familiarity with French current events, etc. during the current year. We will look forward to a report in these pages.

Correction

Our last issue incorectly identifies Svein Øksenholt's academic affiliation. Our apologies. He is a Professor of German at Eastern Montana College (Billings, Mt. 59101).

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NALLD Journal

May we call your attention to the National Association of Language Laboratory Directors Journal. It's an excellent quarterly that supplies a lot of up-to-date information about several mechanical aids to language teaching, radio included. Also, it provides information about such things as tape exchanges. A subscription comes with a $6.00 membership in the NALLD which is available from Prof. Dale Lally, Language Laboratory Director, University of Louisville, Belknap Campus, Louisville, Ky.

Free Pamphlet on Shortwave Radio Listening

The North American Shortwave Association offers language teachers a free pamphlet providing some basic information on using shortwave broadcasts in language teaching. It includes a reprint of an LBRIG article authored by Richard A. Schwartz (Volume I, no. 3) which lists classroom procedures for using recorded broadcasts. Other information is also supplied. A free copy is available from Henry J. Michalenka, 14 Brook Street, General Falls, Rhode Island 02863. A self addressed, stamped envelope ($.10 postage) would be appreciated.

John Metcalfe, Assistant Language Labortory Director at Stanford University, Stanford, California reports to other language teachers who are amateur radio operators that his call letters are W6BTR.

James T. Martino is an amateur radio operator who advised his school amateur radio club. He indicates a willingness to help language students at his school contact others via radio. He is at Talawanda High School, Oxford, Ohio 45056

Philip D. Smith, Jr.'s series will be continued soon. Technical problems made its continuation in this issue impossibl

ERIC Newsletter on Media Offered to Language Teachers

"Now Available" is the Newsletter of the Eric Clearinghouse on Educational Media and Technology. It is distributed free to interested parties who send their names and addresses to "Now Available" Eric Clearinghouse on Educational Media and Technology, Stanford Center for Research and Development in Teaching, Stanford University, Stanford, California 94305. This is a good way to keep up with latest additions to the vast array of A-V equipment now on the market.

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Bibliography

Becker, Alfred W. "Keys: New and Used" American Foreign Language Teacher, Spring, 1973, p. 4-6. A 1937 "discovery" and utilization of language lab techniques and equipment, including short wave radio are described.

CBS Brings Back Real Radio

Lest any of our readers be unable to remember, they can get a sample of the real communicative power of non-disc-jockey radio by listening to a recently established series of nightly mystery stories on the CBS Radio network. (The closest CBS station to us is WBBM, Chicago, 780 khz, and it carries the show every night at 10:30 p.m., CDT. Readers can call their local CBS station for details.)

These newly written radio dramas bring back all of the old production techniques, building a contex which forces the listener to visualize the story. We'd like to see someone get an opportunity to use these same techniques to teach listening comprehension in a foreign language. Perhaps one day we will.

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Vol. II - Number 3 July, 1974

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Robert J. Nelson, Dept. of French, University of Illinois
Sandra J. Savignon, Dept. of French, University of Illinois
Philip D. Smith, Jr., Dept. of Foreign Languages, West Chester (Pa.) State College

The third and last issue of this volume features two larger articles, news of a forthcoming session on radio at the 1974 ACTFL Convention, and some new bibliographical information.

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ERIC Lists LBRIG

All issues of Volume I of this newsletter are available on ERIC Microfiche ED 081 292. See your librarian for details.

FEATURE ARTICLES

SNAP, CRACKLE, POP--NOW THAT YOU'VE GOT IT, WHAT HAVE YOU GOT? (Part of a series)

Philip D. Smith, Jr., West Chester (Pa.) State College

Short-wave listening is not the easiest thing to do. You have not only to sort out the useful from the garbage but also develop an "ear" for shortwave. The beginner is often confused by the multitude of noises coming from the radio. Let's turn your set on and see what we get.

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Static is easily recognizable and largely God-given. Everyone knows plain old static, a series of random pops and clicks. There is no real cure. Be sure that you are peaking your receiver to the appropriate frequency. Also, there is less static on bands higher than 7 MHZ. Additionally it is hoped that 1977 will bring with it an improvement in the sun-spot cycle. There are few sun-spots now and it is thought that shortwave reception will be enhanced as the number of sun-spots increases.

Power-lines contribute toward high static (you've seen this on your car radio) as do some types of lights. The best cure is to move although the local power company is obligated to find and fix its "noise" leaks. Call their Engineering Department and gripe. It's electronic pollution.

Man-made noise is characterized by a regularity to the pops, clicks, and snorts. Even spaced pops which go up and down in volume and spacing are somebody's spark-plugs. If the noise is completely blocking out signals with a blanket of noise, someone is running a sewing machine, hairdryer, etc. On and off hash may be caused by a sewing machine or drill press.

Your best cure here is to listen at hours when people are not running appliances. A NOISE LIMITER on your receiver may help some but also chips out important speech sounds in the foreign language, making it still harder to understand.

Once past the static, you will find a variety of radio signals, most of which are not useful to the foreign language teacher. A BLIPPITY-BLEE-BLEEP-BLOP series of fast musical tones is radio TELETYPE. Each BLEEP is a command to a typewriter. You will hear a lot of these at varying speeds.

A series of CLICKS or RUSHES is someone sending messages in MORSE CODE. Much of this is still heard--it's cheaper to send and goes twice as far per unit of power as voice transmissions.

You will also hear human voices, recognizable as such but too garbled to use for language teaching. These special broadcasts are called SINGLE SIDEBAND transmissions. Long distance commercial, military and amateur transmissions have been sent by single-sideband for years. You will not need to unscramble that "Donald Duck" talk for language teaching purposes--but if you have a FUNCTION SWITCH which has a SSB or USB/LSB or CW position, you may find it interesting to listen directly to the next space recovery traffic, to the world wide weather stations or the amateur radio operators of your language area.

BROADCAST stations, the kind you want for language teaching, are easily recognizable. There are many published lists of shortwave stations, their operating times and their frequencies. These are often out-dated despite the publishers' best efforts but they do give a general indicator of when and where to look for the language you want.

There is usually a "short-wave listeners column" in the popular electronics magazines on your local newstand or in the library. Skim through to check before you buy. You can get schedules by writing major stations like the Voice of America, Washington D.C., Deutsche Welle, Cologne, and Radio Habana. Write via airmail (26¢ per 1/2 oz., except 21¢ for South America).[1]

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[1]Volume 1 of LBRIG (ERIC ED 081 292) makes note of several lists of addresses.

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Look for stations that are LOUD and CLEAR. This is more important for educational purposes than the weak but rare station operating from a floating raft somewhere. Second, look for consistency. Is the same station there every day (or night) so you can depend on it: Is it good enough to record? Is the material suitable? Cuba comes in loud and clear around the clock with propaganda in Spanish. The Voice of America gives another view.

Do not be surprised if you have difficulty understanding broadcasts yourself. Often, shortwave listeners have to develop an "ear." Students will have a hard time; so get a variety of slow, clear, programs.[2] Do not expect commercials--shortwave is an extension of a country's foreign services. They are selling their country or their ideology, not products.

"Once you have found them never let them go." That is, the next steps are recording and preparing materials for classroom use. These will be the topics of future articles--as well as the "QSL" custom of collecting postcards from shortwave stations that your class may enjoy.

Remember, only a few stations are going to broadcast materials of useful quality. Look for them--resist the temptation to eavesdrop on the Antarctic expedition or the amateur passing disaster messages from the latest earthquake or hurricane. That comes later.

Meanwhile, turn on the receiver and get in the habit of listening to Europe or Latin America at breakfast instead of the local "rock and roll" station. Shortwaving is a habit--a good one for a change.

****

"La voz hispánica" by León Naraváez
St. Olaf College (Northfield, Minn.)

"La voz hispánica de San Olaf" is heard weekly on the campus of St. Olaf College in southern Minnesota. This Spanish radio program provides a real experience for a student body that is predominantly Lutheran and heavily of Scandinavian heritage. During our 30-minute program, calls have come in from a few listeners demanding to know what has happened to KSTO, the student radio station. Perhaps some fear that we are broadcasting the Voice of Habana, Cuba.

Actually our program is very non-political. Since less than two hundred students of our nearly 3,000 student body can understand Spanish, we emphasize the playing of Spanish and Latin American music (songs by Raphael, Joan Manuel Serrat, Joaquín Díaz, Mocedades, etc.). Normally we play a variety of musical styles explaining beforehand what type of singer or group--folk, rock, etc.--we are about to hear. We have reflected upon the influence that popular U.S. music has among young people in Spanish-speaking countries. But in one of our programs we explained how the music of the Andean Indians had apparently influenced the music of two popular U.S. singers, Simon and Garfunkel, in "El condor pasa."

Although we devote much time to music in the programs, we always include announcements of special films, conversation tables, parties, lectures, etc. on campus for those interested in the Spanish-speaking world. We are particularly pleased when a student informs us that he attended a special event only because he heard our broadcast.

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[2] Issue number 3 of volume 1 of this newsletter carries a good solution to this problem by Richard A. Schwartz.

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Occasionally we have commercials--some professional such as Coke commercials in Spanish and others that we have developed ourselves or that we have selected from magazines and newspapers.

Since our broadcasting studio is small, only two to four students and/or teachers can participate in any given program. We enjoy interviewing students who have spent some time in a Spanish-speaking area. Most have interesting experiences to relate. Once in a while a native speaker from Cuba or Colombia or Puerto Rico, etc. joins us.

Last year we recorded our programs; now that we have developed more confidence, we do most of them live. Jokes and sayings or proverbs are used both to entertain our audience and to relax our participants.

What we have attempted to do is to organize a group of students to handle our weekly programs. We also publicize the program in our classes and hope to increase interest in this fashion. At least once a semester I use sample tapes of our programs in class for teaching purposes. I question students about what they have heard; explain the jokes and sayings, etc. I am considering paying for "promos" advertising our Spanish program on the radio station itself.

Summing up, we want to make our students very aware that there is a Spanish-speaking world out there and to give those who understand Spanish or want to improve their listening comprehension an opportunity to hear the language outside of class and the language laboratory. When I first approached our station's program director about the possibility of having a program in Spanish, he told me that mine was the first request of this type that the station had ever received. Hopefully professors at other colleges will make similar requests and the number of such programs will continue to grow.

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Editorial

León Narváez' use of radio is a different application from those previously described. It is particularly valuable for its potential for linking a language faculty to the community in which it lives and works. We found this to be the case with our Spanish public service radio show on WBAA in West Lafayette, IN. The station was eager to run a program of music and domestic advice of the Spanish-speaking minorities. A program of pedagogical intent did not generate the same enthusiasm. Our program, Acompáñame, features music, recorded phone interviews, and consumer information. It is circulated via WBAA's tape network to five other Indiana towns. Other language teachers are broadcasting their own programs in Leadville, Colorado and E. Chicago, Indiana. We would like to hear of still others. Perhaps we can exchange tapes.

Correspondence

We thank Ms. Cecilia V. Hanes (654 W. Roller Coaster Road, Tucson, Arizona 85704) for her comments regarding the use of televised Spanish jabonescas (soap operas) which are broadcast in many areas with Spanish-speaking minority populations. She notes that the plots are so redundant that comprehension by language learners is facilitated. This will, no doubt, be demonstrated at the forthcoming ACTFL convention in Denver where Jean-Pierre Berglad (University of Massachusetts-Amherst) will be chairing a session on the use of television.

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ACTFL Program Includes Session on Radio

When the American Council on the Teaching of Foreign Languages (ACTFL), The American Association of Teachers of French (AATF), and The American Association of Teachers of Spanish and Portuguese (AATSP) meet this fall (November 28-December 1, 1974, excluding pre-conference workshops that begin November 25) at the Hilton Hotel in Denver, Colorado, there will once again be a session devoted to the use of radio in language teaching. Robert J. Nelson (University of Illinois), Anne Slack (Boston University), Philip D. Smith, Jr. (West Chester State College), and Richard E. Wood (Adelphi University) will present the rationale for using radio along with information regarding the selection and use of equipment and techniques for classroom teaching with radio. Alan Garfinkel (Purdue University) will chair the session.

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Northeast Conference reports are available from the MLA-ACTFL Materials Center, 62 Fifth Avenue, New York, N.Y. 10011. Anne Slack (Boston University) prepared the portion of this report dealing with radio.

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